Focus on Career Counseling and Entrepreneurship
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Message from the Editor
Dr. Julia Whisenhunt, Gamma Zeta Chapter

In this edition of the Exemplar, we address career counseling and entrepreneurship in the counseling profession. We begin this edition with updates from Dr. Hartwig-Moorhead, CSI Chief Executive Officer. In this edition, we introduce a new column, Advocacy Updates, in which key CSI leaders discuss current issues and trends within our profession. In this edition, the current CSI President, Dr. Elisabeth Suárez, discusses the Professional Counseling Compact and potential impacts of the compact on our field of practice. In line with the topic of professional advocacy, the CSI Professional Member Committee discusses the importance of CSI membership and the contribution of CSI to the field of professional counseling. This article provides a salient overview of the benefits of CSI and the ways in which CSI has helped to propel our profession. Next, Brenda Everett and Jessica Gazzola discuss a transformational leadership development program implemented at the Delta Upsilon Chapter--contributing to the next generation of professional counseling leaders. We then hear from Emily Surratt, Katherine McVay, and Dr. Devon Romero regarding a workshop presented to the Alpha Sigma Chi Chapter, in which counselors-in-training were presented with information on insurance billing and private practice. Adapting Holland’s RIASEC model, Dr. Denise Ebersole, Dr. Laura Martin, and Dr. Deedre Mitchell of the Rho Eta Nu Alpha Rho Chapter describe a model of professional school counselor development. Next, providing historical context, Dr. Nicole Stargell and Dr. Sam Simon of the Phi Sigma Chapter provide a brief history of the counseling profession, emphasizing the role of wellness in our work. We conclude this edition with recognition of the 2022 Outstanding Chapter Faculty Advisory, Dr. Kelly Dardis, Professional Advocacy Agent, Dr. Janice Byrd, and the winners of the 2021-2022 CSI and CACREP Leadership Essay Contest.

We also wish to welcome our newest member of the Exemplar editorial team, Daun Kwag of the Chi Epsilon Chapter. Daun is a CSI Leadership Intern and Editorial Assistant. We are excited to have Daun on the team and look forward to her meaningful contribution. We also wish to thank Mary Wynn, who served with grace as the CSI Leadership Intern and Exemplar Editorial Assistant for the 2021-22 year.

Finally, as you prepare for the next academic year, we would like to announce the themes for the next year: Professional School Counseling Practice (Fall), Group Counseling (Spring), and Professional Counseling Supervision (Summer). We hope you will consider proposing an article to one of these exciting editions.
Headquarters Updates  
Dr. Holly J. Hartwig Moorhead, CSI Chief Executive Officer  
Upsilon Nu Chi Chapter

Summer 2022

Summertime at CSI Headquarters is a season of celebrating the accomplishments of our Society’s prior fiscal year (May 1 through April 30). It’s also a time for changing up usual routines during fall and spring academic term schedules as we prepare for a new year of programming. The staff uses the slower pace of summer to implement new processes and tools so they are ready for fall and spring programs and initiations. This summer we’re focused on several of these projects, but perhaps the most immediately accessible to members is the new, updated, mobile-friendly website: www.csi.net.org!

Summer 2022 Projects

When you visit the updated website, you’ll see the same web address and content—organized in a way that we hope members, CFAs and chapter leaders will find more intuitive to navigate as technology has advanced since the Society’s website was last updated almost a decade ago. We appreciate your patience as our team transitions 1,200+ webpages into new formats during the summer months. As always, there is a search tool (top right next to the social networking site links) available so members can enter key search terms to locate information—and our team always is happy to help you find what you’re looking for. More information about the new website and related functionalities will be emailed to members this summer.

In addition to this significant summer project, the CSI Headquarters team has been reviewing all chapters to identify those that have earned a chapter rebate for fulfilling all of the requirements to remain an active chapter. (To see the requirements that your chapter has fulfilled, visit the chapter’s profile page). In mid-August, rebate checks will be mailed to Primary CFAs on record for the chapter at the university that is on file for the chapter. Please watch for an email that will be sent to CFAs...
confirming that checks have been mailed out since rebate checks must be cashed/deposited within 60 days and used by chapters to comply with CSI Bylaws Article 9.5, which requires chapters to provide services to members, including scholarly presentations, opportunities for social and personal development, service to others, and advocacy projects.

This summer, the Executive Council officers also convened for their annual summer meeting and established program and funding priorities for the 2022-23 year, especially prioritizing and emphasizing the importance of Professional Counselor Identity throughout the Society’s work. Check your email and subscribe to CSI’s Facebook, Twitter, and Instagram accounts for announcements coming in early fall about program deadlines and applications, CSI Executive Council elections, and chapter resources. Members can also join the Counselor Community Engagement Committee’s Facebook group to receive updates about how members can become more visible as volunteers, advocates, educators, and responders in service to others, and chapter leaders can join the Chapter Development Committee’s Facebook group to network and share resources with others.

2021-22 Celebrations

Of course, none of this year’s summer planning would happen without building upon members’ dedicated work in the 2021-22 year. As CSI wrapped up the last fiscal year on April 30th…

We welcomed 7,238 new members.
We reactivated 6 chapters.
We chartered 6 new chapters.

- Tau Upsilon Beta - Troy University-Ft. Walton Beach
- Upsilon Mu Theta Chapter at the University of Montana
- Tau Upsilon Phi Chapter at Troy University-Panama City
- Sigma Mu Chapter at Southern Methodist University
- Epsilon Alpha Chapter at Evangel University
- Chi Epsilon Mu Chapter at Carlow University

We celebrated 152,000+ initiated members!

Chapters reported that members devoted more than 30,597 hours of service to their communities—in the midst of a continuing pandemic!

More than 560 Chapter Faculty Advisors served for 306 active CSI chapters, mentoring new servant leaders and leading their chapters in implementing CSI’s mission within their counselor education programs and areas of influence and service. CSI’s committees and review panels spent the academic year implementing programs to support members and chapters. The Chapter Development Committee and Chapter Faculty Advisor (CFA) Committees offered virtual Chapter Leaders and CFA Trainings in the fall and spring, and the Chapter Development Committee offered two sets of Online Regional Networking Summits to give chapter leaders in different ACES regions an opportunity to discuss chapters’ responses to the pandemic and how to make the best use of the Fall Annual Plans and
Spring Annual Reports.

Hundreds of servant leaders dedicated countless hours to fulfilling their charges for the year and developing meaningful resources for our members. Dr. Stephen Kennedy, CSI Chief Operating Officer, highlights some of this incredible work in the following:

The Leadership and Professional Advocacy Committee coordinated the eighth year of the CSI & CACREP Leadership Essay Contest, which addressed the question, “How is a profession that has evolved for a face-to-face world required to change in a world that is moving towards being digital as a norm?” Members can read the six award recipients’ essays on the contest webpage, and the two First Place essays are included in this issue of the Exemplar. Committee members conducted new “Advocacy Heroes and Heroines” interviews and “Professional Advocacy Agent” interviews, including Jennifer Toof’s interview of Dr. Janice Byrd that you can read in this issue.

Several CSI committees presented webinars during the past year. Members of the Counselor Community Engagement Committee offered a webinar titled “Resiliency in the Face of Adversity: Caring for Self and Others,” and the Wellness Counseling Practice and Research Committee organized a webinar on “Applying the CSI Counselor Wellness Competencies.” The Chapter Development Committee and Professional Member Committees worked together on a webinar that focused on “Connecting with Chapters and Members in Creative Ways.” CSI members can access these and other recorded webinars for free by logging in and selecting the “Webinars” tab on your Member Dashboard. New and updated committee resources that were shared this year included the Chapter Development Committee’s Best Practices Guide for Initiations, the Professional Member Committee’s brochure that chapters can share with alumni to encourage their involvement, the Counselor Community Engagement Committee’s resource list for trauma and disaster response, and the Chapter Leadership Manual, which was updated by Mary Wynn, 2021-2022 CSI Leadership Intern.

The Awards Committee selected the recipients of CSI’s 2022 individual and chapter awards, and the Excellence in Counseling Research Grants Committee awarded eight grants to fund projects focusing on professional counseling advocacy and wellness counseling. Our exemplary ward and grant recipients were recognized during the Delegate Business Meeting & Awards Ceremony on April 1. If you were not able to attend the ceremony, clips will be posted on CSI’s Facebook page and Twitter account throughout the summer. The Nominations & Elections Committee recommended a slate of candidates for our 2022-2023 President-Elect and Treasurer, and the LFI Selection & Mentoring Committee chose the next cohort of Fellows and Interns as well as an Edwin L. Herr Fellow.

2022-23 Opportunities to Serve

Year after year, dedicated CSI members serve in their chapters, communities, and our Society reflecting our Society’s Core Values: Commitment, Service, and Identity. Interested in serving within CSI International? Summertime is when new volunteers especially are welcomed to serve on CSI committees and review panels for the 2022-23 year. Complete a Volunteer Interest Form and select
multiple options because committee positions are limited and we want to help connect you to a meaningful service opportunity! Questions? Contact Dr. Kennedy at stephen.kennedy@csi-net.org.

Ready to connect (again!) in person with CSI colleagues as well? Join CSI at regional ACES conferences this fall.

**NCACES in Omaha, NE – September 28 – October 1, 2022**
*Friday, September 30, 2022*
- CSI Chapter Leaders Training
- CSI Chapter Faculty Advisors Training

**RMACES in Coeur d’Alene, ID – October 27 - 29, 2022**
*Friday, October 28, 2022*

*Saturday, October 29, 2022*
- CSI Chapter Leaders Training
- CSI Chapter Faculty Advisors Training

**SACES in Baltimore, MD – November 3, 2022**
*Friday, November 4, 2022*
- CSI Chapter Leaders Training
- CSI Chapter Faculty Advisors Training

Enjoy the waning days of summer. We look forward to working together in CSI’s year ahead!
RMACES 2022: Coeur d'Alene, ID

October 26-29
For decades, counselors have needed and worked toward a way for licensed counselors to work in other states. As many states enact legislation to adopt the Interstate Counseling Compact (https://counselingcompact.org/), counselors need to understand what the Compact does and does not permit. Most importantly, counselors need to understand the importance of Professional Counselor Identity as the Compact moves forward.

**Brief Overview of the Counseling Compact**

A compact is an agreement between states that permits a counselor who is licensed in one compact state to practice in another compact state. The counselor is not licensed in other compact states; rather, the counselor is given permission to practice in another compact state because they already are licensed in their compact state. Counselors must apply for practice privileges in states that have adopted the Compact. There is a process to identify and approve licensed counselors using their credentials to practice in other Compact states.

**The Counseling Compact vs. Licensure Portability**

Counselors have lobbied for license portability for many years. We have wanted to be able to have a license in New Jersey and then have that license be equivalent to a license in Connecticut, for example. That is portability of a license. So if I moved from NJ to CT, I would not have to apply for a new license because both states have the same licensure requirements; my NJ license would be conveyed to CT and that would be sufficient for licensure in CT. This assumes that the licensure requirements are the same for all states in order for portability to be nationwide. That is currently not true.

With the Interstate Counseling Compact, if we are licensed in a Compact state, we are able to work in any of the other states that have signed onto the Compact without applying for a license in those states. However, we are not licensed in the other Compact states; we are just able to work as a counselor in those states once our application to do so is approved. Currently, the states that have signed onto the Compact are GA, MD, AL, MS, WV, UT, ME, FL, KY, NE, TN, CO, LA, OH, and NH. (Visit https://counselingcompact.org/map/ for an updated list of Compact states.)

**The Importance of Professional Counselor Identity**

For years, counselors have had to actively advocate—within our profession and outside
of our profession—to help others understand and accept counseling as a distinct and unique profession, different from psychology and social work. We all work with clients, but from different perspectives. One of the most defining characteristics of counselors is that we embrace a wellness, strengths-based philosophical orientation. In contrast, psychology operates mostly from a medical model and social workers operate from a systemic model.

As members of one of the youngest helping professions, many dedicated counselors in the past have worked hard and intentionally to establish counseling as a recognized, distinct, and respected profession (vs. counseling simply being an occupation). Key components of a profession include:

1. Unique accreditation standards for education and training developed by the profession and for the profession. Thus, the establishment of CACREP as the accrediting body for counseling in 1981.
2. Self-regulation by the profession and for the profession—in agencies and ethical standards. Thus, the decades of dedicated advocacy to achieve counselor licensure, accepted ethical standards (e.g., the ACA Code of Ethics), and the establishment of NBCC in 1982 as the certification body for counseling.
3. Distinct body of literature, research, and standards. Thus, the importance of counseling journals, counseling research, and advanced professional training.

**Understanding Professional Counselor Identity and the Counseling Compact**

Although the Counseling Compact provides a much-needed way for licensed counselors to work across state lines, counselors need to ensure that Professional Counselor Identity is not sacrificed in the process. For example, there is a real danger that Professional Counselor Identity will get muddled when states allow people with non-counseling degrees to be licensed—and then these licensees practice in other states under the Counseling Compact. Florida recently enacted the Counseling Compact, and in the same legislative session, amended the state counselor licensure law to allow a person with a master’s degree in psychology to become licensed as counselor. Now, psychologists who hold a Florida counseling license can apply for permission to practice as a licensed counselor in other Compact states.

While that sounds like a great opportunity at first glance, it is important to realize that most psychology majors have been taught by psychologists who have a philosophical orientation, training standards, and codes of ethics different from counseling. Their professional training and, therefore, their professional identity is as psychologists, not counselors. This has implications for the protection and wellbeing of clients. When clients choose to see a counselor, they have a reasonable assumption that they are seeing a counselor which includes someone who is trained as a counselor with specific training and ethical standards. When Professional Counselor Identity gets muddled, issues of public protection arise.
Counselors also should be aware that the American Psychological Association (APA) only accredits doctoral level psychology programs (i.e., APA does not accredit master’s level psychology programs)—a doctoral degree being the entry level to be licensed and to practice as a psychologist. Individuals who hold a master’s degree in psychology cannot be licensed as psychologists and they often pursue counseling licensure. Furthermore, counselors cannot be licensed as psychologists and practice across state lines as psychologists.

Counselors also should consider the potential implications for counselor education in an era when institutions are seeking to avoid duplication of degree programs and other cost-cutting measures. If master’s psychology students can obtain counseling licensure, why should an institution offer both psychology and counseling master’s degrees, especially if the psychology program has an undergraduate degree program (which typically is not available for counseling programs) and perhaps a doctoral psychology degree program as well (and there may or may not be a doctoral counselor education program available)?

Professional Counselor Identity matters to the profession, to licensed counselors, and to the clients that counselors serve. We need to advocate for our Professional Identity to stay distinct and clear, just as other professions have advocated for and maintained a clear professional identity.

Interested in learning more about Professional Counselor Identity and the Counseling Compact? Check out these CSI-sponsored webinars available for free.

**Protecting Professional Counselor Identity in the Counseling Compact: A Collaborative Discussion About the Impacts of the Counseling Compact on Counselor Education, Practice, & Regulation**
Dr. Kelly Duncan, Dr. Casey Barrio Minton, Dr. M. Sylvia Fernandez, Dr. W. Bryce Hagedorn, & Dr. Holly J. Hartwig Moorhead (May 24, 2022)
[View Description](#)

**Advocacy for Protecting Counselor Professional Identity in the Counseling Compact**
Dr. M. Sylvia Fernandez, Dr. Kelly Duncan, & Dr. Holly J. Hartwig Moorhead (December 9, 2021)
[View Description](#)
CSI Webinars

Recorded webinars on a variety of professional topics are available are available in your Member Dashboard on the CSI website. Recently added webinars include:

- **Protecting Professional Counselor Identity in the Counseling Compact: A Collaborative Discussion About the Impacts of the Counseling Compact on Counselor Education, Practice, & Regulation**
  Dr. Kelly Duncan, Dr. Casey Barrio Minton, Dr. M. Sylvia Fernandez, Dr. W. Bryce Hagedorn, & Dr. Holly J. Hartwig Moorhead

- **Culturally Responsive Practice: Holistic Admissions in Counselor Education**
  Dr. Dominique S. Hammonds & Dr. Lucy L. Purgason

- **Becoming a Multicultural Counseling Leader: Effective Strategies, Professional Identity, and Leadership Style**
  Dr. Mita M. Johnson, Dr. Elisabeth Suarez, Dr. Sonja Sutherland, & Dr. Linwood G. Vereen
Why CSI?: Revisiting the Importance of Professional Organization Membership

Dr. Tanisha Johnson, Dr. Jean M. LaFauci Schutt, Dr. Erik Messinger, Raymond Blanchard, Dr. Rachel Saunders, Chris LaFever, and Dr. Robin DuFresne

Chi Sigma Iota International Professional Member Committee

Professional organizations have long been the seat of professional orientation and standards. They are important for defining a profession because they can clarify professional roles, establish and define professional identity, and legitimize professions through best practices and ethical standards (Darcy & Abed-Gaghri, 2013). As the counseling profession has evolved, professional organizations have become increasingly important in order for practitioners to remain connected and to advocate for the profession. Although professional organization membership has value, membership in the United States has been on a steady decline since the 1970s (Putnam, 2000), and only a small portion of counselors maintain professional organization membership (Bauman, 2008). The counseling professional honor society Chi Sigma Iota (CSI), which promotes professionalism through leadership excellence, is an important organization in which to maintain membership as one of the largest professional organizations for counselors (CSI, 2021). This paper aims to explore the evolution of professional counseling organizations, benefits of professional organization membership, the importance of CSI, and advantages of continued CSI membership.

Professional Organizations: Establishing the Counseling Profession

Around the turn of the 19th Century, addressing the social welfare reform, education, and vocational needs of individuals displaced during the industrial revolution became the prominent focus of what would be eventually called counseling (Aubrey, 1983; Newsome & Gladding, 2017). At the time, the profession of counseling had not established itself as a profession due to the lack of professional organizations, education and training standards, and an ethical code. The work that practitioners were doing was also not considered to be grounded in a philosophical model and was, thus, not taken seriously (Aubrey, 1983; Newsome & Gladding, 2017). Practitioners began making the steps to clearly institute the profession of counseling through the establishment of the first counseling professional organization in 1913, the National Vocational Guidance Association (NVGA; Hershenson et al., 1996; Newsome & Gladding, 2017).

As the work of counselors began to expand beyond vocation and guidance to include testing,
assessment, and counseling, the NVGA transitioned in 1952 into the American Personnel and Guidance Association (APGA). The APGA then developed the first ethical code in 1961 (Allen, 1986; Walden et al., 2003) and eventually established an accreditation body for educational and training standards. In 1983, the APGA transitioned into the Association for Counseling and Development, and finally evolved into the American Counseling Association in 1992 to better represent the many practice specialty areas (ACA, 2016; Arslan, 2018). These professional organizations and the standards they established paved the way for CSI to promote excellence in the profession.

**CSI: A Beacon for the Profession**

Chi Sigma Iota is a professional organization that was established as an honor society in 1985 to focus on achievements in the counseling profession as well as the personal and professional development of its members (CSI, 2018b). CSI ensures that professional counselors have pride in their profession and provides opportunities for scholarship, advocacy, and professional excellence. Moreover, CSI strives to link students, professional counselors, and counselor educators across specialties. CSI’s focus on counselor leadership supports professional counselor leadership as an important dimension of counselor identity (McKibben, 2015). Continuing to engage with organizations such as CSI promotes a dedication to leadership and professional excellence along with many other benefits.

**Purpose of Professional Organization**

Professional counseling organizations like CSI serve to provide recognition rights, establish the foundation for success in advocacy, and facilitate professional role clarification (Darcy & Abed-Gaghri, 2013). Individuals who become members of a counseling organization gain a community of support and access to information, advocacy strategies, and resources. Through participation in counseling organizations, members can also develop and strengthen their own professional identity (Darcy & Abed-Gaghri, 2013). Unfortunately, there have been some inconsistencies throughout the years in defining counselor professional identity (Burns & Cruikshanks, 2017). This inconsistency has led to a blurring of the understanding of counseling in regard to other mental health professions (Darcy & Abed-Gaghri, 2013). CSI helps to reduce this misunderstanding by defining a strong professional counselor identity at an international level. The purpose of CSI is to promote academic, leadership, research, scholarship, and professional excellence in counseling (CSI, 2018c). CSI encourages a strong professional identity through members who contribute to the realization of a healthy society by fostering wellness and human dignity (CSI, 2021).

**Counselor Leadership**

One of the key aspects of CSI’s mission is the promotion and development of exemplary leadership (CSI, 2018c) which mirrors a key professional foundation in counselors’ roles as leaders (Gibson, 2016; Peters & Vereen, 2020). CSI provides a leadership development structure that can be carried forward into professional practice (Peters et al., 2018; Peters & Vereen, 2020; Wahesh
et al., 2018). Counseling builds on leadership as a foundation due to the needs for the profession to evolve, unify in professional advocacy, and empower and advocate for social justice for clients and students (Sweeney, 2012). Leadership requires a process of in-depth reflection on the historical context of the organization and its driving aspirations as well as a reflection on how the leader’s philosophy aligns and empowers change and growth of an organization (McKibben, 2016; Myers, 2012).

CSI not only promotes leadership (Wester & Lewis, 2005) but embraces emerging counselors and mentoring to blend context with new perspectives and ideas to the benefit of the honor society and the profession as a whole (Peters & Vereen, 2020). Through transformational leadership principles, counselors can navigate the ever-changing needs of society and the profession to maintain relevance and viability. As they do this, leaders work to build on a service foundation with thoughtful inspiration (Lewis, 2012). Chi Sigma Iota Academy of Leaders (1999) suggested that excellent leadership requires an understanding of resources, member needs, and preparation for the future. This fostering of excellence in leadership is bolstered by strong mentorship and modeling (which allow for emerging leaders to gain context, access needs, and consider future challenges while benefiting from the knowledge of others; Fulton & Shannonhouse, 2014; McKibben et al., 2018; Wahesh et al., 2018). Excellent leadership humbly works and learns, seeks a variety of viewpoints and feedback, and collaborates and communicates in a manner that supports the next group of leaders (McKibben, 2016). Thus, CSI’s striving for excellent leadership development is significant beyond the individuals and to the whole profession.

**CSI Beyond Graduate School: Benefits and Engagement**

Although CSI is an organization joined during graduate counseling studies, there are many benefits and opportunities for counseling professionals to remain involved throughout their career. CSI remains more than a “student organization” with approximately half of members being professional counselors (CSI, 2021). Membership to CSI remains affordable with membership funds being returned to local chapters with benefits available to professional counselors, counselor educators, and students alike. CSI provides opportunities to enhance professional identity, network with other professionals and students, develop leadership skills, advance scholarship, and provide and/or participate in training (CSI, 2021).

CSI is an organization that focuses on excellence of counselors and counselors-in-training (CIT) from CACREP-accredited programs, and it is one of the only associations that promotes a unique counseling professional identity. Considering association membership has been often noted as a significant feature of a professional (Wotherspoon & McCarthy, 2016), strengthening this identity through continued participation in counseling associations is important for the profession. Furthermore, successful interprofessional collaboration with other helping professionals is enhanced through the ability to define counseling uniquely along with shared qualities of the helping professions (Mellin et al., 2011).
Networking and professional development opportunities are identified reasons for joining professional associations. These factors benefit both individuals and professional groups through continued engagement (Burns, 2015; Walston & Khaliq, 2012; Wotherspoon & McCarthy, 2016). Maintaining connection to one’s program or local area’s chapter is a way to mentor CITs and attend and/or provide training opportunities. Mentoring can serve as a way for CITs to learn about aspects of their given specialization and career opportunities. Attending CSI events in person through CSI Days or virtually through webinars is another way to both network with other counselors as well as access professional development.

Furthermore, one of the greatest benefits of CSI membership is the number of resources available to counselors. Through CSI, counselors have access to the Counselors’ Bookshelf, a forum for members to post reviews of books, TV shows, movies, music, podcasts, and other digital media to enhance work with clients and students (CSI, 2018a). As a member-only benefit, reviews can be read by other counselors and responses can be posted by CSI members. In addition, CSI offers career resources and a career center where job listings can be posted (CSI, 2018a).

Another avenue for growth is through CSI’s opportunities for leadership development and service to the profession. Holding CSI chapter leadership positions has been found to be a way in which leadership skills are developed (Wahesh et al., 2018). In addition to local chapter positions, opportunities include serving the organization through the Executive Council, Committee and Task Force membership, and as Editors and/or Reviewers to the CSI’s newsletter, The Exemplar, and journal, Journal of Counseling Leadership and Advocacy. Furthermore, sharing expertise or research through publishing in the CSI newsletter and journal or presenting at a webinar are ways to develop scholarship while also giving back to the profession.

**Conclusion**

Professional organizations have been a key development over the evolution of the counseling profession. Without professional organizations, the counseling profession cannot shift with the needs of clients. Organizations such as CSI provide opportunities for professional growth and career longevity. Continued participation in CSI beyond the graduate program is important in the development of future counselor leaders. The profession is dependent on training new leaders to advance the profession in our changing world. Moreover, maintaining involvement through association membership has been noted as an avenue to assist professionals in learning about research and best practices, becoming involved in advocacy for counseling, and building a sense of community within the profession (Burns, 2015). CSI membership is unique to counselors and with many advantages to assist in one’s own and others’ professional identity development, sustained involvement beyond graduate studies is beneficial for individual growth and advancement of the counseling profession.
Chapter Happenings—“Leaders Make Other Great Leaders”: A Transformational Leadership Approach

Brenda Everett and Jessica Gazzola,
Delta Upsilon Chapter

The past two years have presented many difficulties as a result of the pandemic. For the Delta Upsilon Chapter of Chi Sigma Iota (CSI) at Duquesne University, these difficulties included chapter involvement, leadership opportunities, and exploration of leadership identity. Providing leadership and promoting leadership identity is a cornerstone of CSI. The Delta Upsilon Executive Committee became dedicated to upholding the mission of CSI by creating affordable means of leadership to help students explore their leadership identity styles using a transformational leadership approach.

A transformational leadership approach has been shown to create a sense of group cohesion, provide intrinsic motivation, and promote affective commitment (Kelloway & Barling, 2000). While promoting leadership and simultaneously re-building the Delta Upsilon Chapter as a result of the pandemic, our focus on a transformational leadership approach became evident. For example, our approach promoted engagement and avenues to expand autonomy for members to explore their leadership styles and hone their emerging professional identities. As Executive Committee members, we encouraged members of Delta Upsilon to create and deliver their own visions of providing leadership, community, and service. This approach resulted in chapter members leading a food drive for the Duquesne University Keating Initiative which seeks to assist food insecure students, faculty, and staff. In addition, current members created a book club to explore and utilize their own leadership skills while creating networking opportunities with other students.

The Delta Upsilon Chapter also implemented a transformational leadership approach that included many activities led by the executive leadership team with opportunities for chapter member engagement and advocacy. Many members described feeling isolated and disconnected. They were eager to express their needs and desire to further connect with peers and other professionals. Members who generated ideas were encouraged to take the next step in planning whilst being supported by the Executive Committee. Furthermore, the Delta Upsilon Chapter took advantage of utilizing the hybrid nature that emerged as a result of the pandemic and created a flexible environment to allow for inclusion and representation by ensuring members were able to participate in chapter meetings and event planning via Zoom and in-person. With the expansion...
of networking capabilities, the chapter was able to host successful networking avenues attended by many members by hosting a winter social, and a year-end celebration.

The Executive Committee also focused on what student members needed during the academic year. Many student members expressed a desire to engage in professionalism, specifically conferences, and networking; however, many felt lost regarding the process. The executive team connected with alumni, faculty, and doctoral students who hosted a workshop on developing conference proposals, preparing for employment and licensure, and a workshop to help students study for the required Counselor Education Comprehensive Examination. The Delta Upsilon Chapter also applied for and received a grant from the Student Government Association at Duquesne University. Members were provided the opportunity to vote anonymously through a survey on how these funds could be utilized in the chapter. With input and vision from chapter members, the grant money was used to help chapter members pay for counseling memberships to be able to present at the upcoming Pennsylvania Counseling Association and the North Atlantic Region Association for Counselor Education and Supervision, which will be held near Duquesne’s campus in Pittsburgh, PA in the fall.

Research has indicated transformational leadership attributes coincide with counselor characteristics and can potentially help those in the counseling field navigate challenges of society, create social justice advocacy, and formulate fundamental relationships (Lopez-Perry, 2020). In the Delta Upsilon Chapter, professional development and identity were fostered by creating avenues for group cohesion, opportunities for autonomy, and individualized relational aspects. Most notably, our attributes as counselors, along with our transformational leadership style were used to help connect students, faculty, and chapter alumni to help student members reach a common goal of promoting leadership identity development and by extension, a strong counseling identity. Overall, this style of leadership within the Delta Upsilon Chapter created opportunities for student driven activities, service-learning engagements, development workshops, professional networking, and inclusive approaches for participation.
In February of 2022, the Texas Board of Examiners of Professional Counselors changed the rules to allow Licensed Professional Counselor Associates (LPC-Associates) to collect direct payments and be self-employed while completing their 3,000 hours of clinical supervision. In response to this change, the Sigma Alpha Chi Chapter of Chi Sigma Iota (CSI) at the University of Texas at San Antonio (UTSA) leadership team identified this as an area of advocacy to address the deficit in the education counselors-in-training receive regarding billing and coding in private practice. During the Spring 2022 semester, the Sigma Alpha Chi Chapter developed and held an educational, online workshop on these topics as part of the chapter’s professional development series. In alignment with CSI’s mission to promote advocacy and professionalism, we provide an example of how the Sigma Alpha Chi chapter identified a need for further professional training and executed a successful workshop to address it. We also present readers with an overview of the workshop and further recommendations for advocacy and growth.

**Billing Workshop**

We began this effort in collaboration with a non-traditionally aged member of the chapter who has a background in medical billing, insurance benefits, and office administration. This member served as the speaker for the workshop in collaboration with another member who has a background in marketing. Examples of topics presented include: the ethical and legal considerations for presenting one’s credentials and specializations on marketing materials; billing documentation; CPT codes; insurance paneling pros and cons; and other practice-related considerations (e.g., establishing a Limited Liability Company [LLC]). The two members also carefully crafted the presentation so that it could be shared as a PDF handout with hyperlinks. We distributed this resource to attendees along with a personalized certificate of attendance.

This combined effort led to a well-attended event with the participation of master’s and doctoral students in the UTSA Department of Counseling and a few faculty members. In addition, our chapter continued the professional development series by hosting an in-person companion workshop the following month. For this workshop, we focused on resume building and offered an opportunity for students to have a professional headshot captured. This supplementary workshop provided counselors-in-training and LPC-Associates with the opportunity to receive feedback on their resume and develop professional materials useful for the job hunt or
promoting themselves for private practice.

**Recommendations**

Due to the success of our chapter’s workshop, we kindly recommend the following for other chapters to consider for future workshops:

- Identify areas of need and advocacy for counselors and counselors-in-training in their communities and tailor trainings to those needs.
- Collaborate and consult with professionals outside of the counseling field who have information and expertise to present to your chapter.
- Engage with current members and leaders of the chapter to help expand the knowledge presented in workshops.
- Ensure a diverse leadership team within the chapter to best facilitate growth from multiple perspectives and talents.
- Provide resources for those who attend the workshops, such as a copy of the materials, handouts, and certificates of attendance.
- Follow up with related workshops and continue bridging the connection in chapter events for members.

**Conclusion**

To meet the needs of our members and provide the most up-to-date information to our chapter, we sought to provide a virtual workshop to expand the scope of knowledge for future counselors. We recognize that in an ever-evolving field it is crucial for CSI chapters to be vigilant in keeping apprised of the relevant changes and identify ways to bridge the gaps of knowledge that will occur as a result. We hope that the information provided will inspire the efforts of other chapters.

Emily K. Surratt, B.S.  Katherine E. McVay, M.S.  Devon E. Romero, Ph.D.
Student Success: Exploring Vocational Personalities to Maximize the Vocational Choices of School Counselors

Dr. Denise Ebersole, Dr. Laura Martin, and Dr. Deedre Mitchell, Rho Eta Nu Alpha Rho Chapter

School counselors are uniquely trained with diverse knowledge, skills, and competencies which they utilize across settings to support students, schools, parents, and communities (ASCA, 2019). School counselors provide support and deliver programs aimed at impacting student growth across their academic, social/emotional, and career development (ASCA, 2017). Traditionally, school counselors have used their career development training to support students. However, they could also apply their career development training to maximize and expand their own vocational choices based on their vocational personalities. While working as school counselors, some might consider expanding their interests and passions across additional settings (Sabella & Lerner, 2019). While not all school counselors are natural entrepreneurs, they are “creative, imaginative, and excellent problem solvers” who could benefit financially by using their professional strengths beyond school counseling (Sabella & Lerner, 2019, p. viii). Furthermore, school counselors must engage in professional growth and development to meet and maintain their credentials and serve students ethically (ASCA, 2016; ASCA, 2019). As such, exploring career related strengths and evaluating vocational choices are essential and exciting opportunities for school counselors to excel professionally and maximize work satisfaction. School counselors could consider using Holland Codes (RIASEC Model) to discover their own vocational personalities and engage in reflective practices, assessment, and goal setting.

Holland’s RIASEC Model

As part of their graduate program, school counselors are trained in career development theory, vocational strengths and abilities, and strategies to identify and implement lifespan career planning (CACREP, 2016, 5.B). School counselors strive to provide interventions and support for all students as they prepare to successfully transition toward setting and achieving short-term and long-term career goals (ASCA, 2019). For example, John Holland’s (1966) personality approach implies that occupational choices are derived from personality styles. In this theory, emphasis is placed on understanding the interrelationships between the selection of a particular career and personality type. His six constructs, forming the acronym RIASEC, represent a trait and factor approach to career decision-making. Most people reflect a combination of the six personality types that Holland describes. When one’s personality type is congruent with a career,
the result is a stable and satisfying long-term career (Holland, 1997).

The first work personality type of the RIASEC acronym is Realistic. This type tends to value practical application and enjoys solving problems and hands-on activities. Examples of careers that fit this personality type are technicians or farmers. The next type, Investigative, enjoys math and science, and may prefer a career as an engineer, doctor, or scientist. Next is Artistic and includes individuals who use creativity to express themselves. They enjoy personal freedom and non-conformity and may prefer a career as an actor, musician, or writer. The Social personality type is people-oriented and enjoys helping others. Examples of social careers are teachers, counselors, and social workers. Someone with an Enterprising personality is a leader, risk taker, and goal oriented. Examples of enterprising careers are politicians or lawyers. Finally, the Conventional type is detail oriented and prefers highly structured settings. Examples of conventional careers are accountants or secretaries.

By educating individuals about their personal lifespan development and influencing factors, congruent occupations can be explored, and realistic goals can be formed. Congruence is positively related to work satisfaction and performance (Brown & Lent, 2020). Therefore, examination of their own development, needs, and typology can potentially benefit school counselors as well.

**Applying Holland Codes to School Counselors**

Chang et al. (2012) explains how “all professional counselors enter the counseling profession with a desire to help others” (p. 81). Not surprisingly, in one study, the social attribute emerged as the primary personality type among graduate-level counseling students. The second and third most common types among the students were enterprising and artistic (Ding, 2015). The trend for counselors to be more social reflects the high touch, interpersonal dynamics of the counseling profession.

Regardless of whether a school counselor matches this exact profile, each has a unique set of natural abilities and skills that can be utilized for maximizing their vocational experience. Below are possible vocational choices, based on the six Holland types, for school counselors who are seeking to maximize their professional opportunities. Note that some overlaps may exist, as some examples may closely align with more than one type. School counselors are encouraged to consider this information as a starting point and take the Holland Code Inventory. Table 1 includes an extensive list of vocational choices for consideration.

**Realistic**

School counselors with the realistic type as their primary profile type would prefer tangible, hands-on activities related to counseling. An example may be creating or building an outdoor obstacle course for adolescents to learn problem-solving skills or build social skills. Since realistic individuals prefer to work alone, school counselors might expand their vocational choices by obtaining additional counseling-related certificates, licenses, or degrees. Realistic types might also consider a non-counseling hobby that provides
work/life balance such as gardening or hiking.

**Investigative**

Individuals with strong investigative profiles might consider conducting school counseling research, collecting and analyzing data, and writing projects ranging from newsletters, magazines, and peer-reviewed journal articles. The publication process may be a strength for investigative counselors because of their unique combination of originality and creativity. Because these individuals enjoy intellectual thinking, participating in panel discussions or roundtable facilitation would be opportunities to use their analytical thinking skills.

**Artistic**

Those with the artistic type prefer creative activities rather than highly structured and repetitive roles. School counselors with an inclination for artistic abilities might consider integrating expressive and creative arts by including music, crafts, writing, drama, or other original, independent, or creative expressions in their work. Additionally, artistic school counselors might consider opportunities such as creative writing in blogs or books, or obtaining licensure or certificates in art, music, or play therapy.

**Social**

School counselors who are primarily social enjoy helping people. They enjoy participating in group activities and are responsive to the needs of others. Through counseling, teaching, and serving, these individuals are motivated to resolve social problems. As a result, these school counselors might consider seeking opportunities to utilize their innate strengths in roles such as mentoring, consulting, advising, life coaching, teaching, or other relevant ways to connect with and serve others.

**Enterprising**

School counselors who fall into the enterprising category may be driven, adventurous, enthusiastic, and ambitious. Because these individuals are natural leaders and tend to enjoy challenges, they may enjoy pursuing professional development activities that lead to supervisory or leadership positions. Enterprising school counselors may desire opportunities that require more advanced degrees or credentials. Pursuing advanced licensing, supervisory certificates, or even a doctoral degree in counseling may be advantageous and best utilize the natural abilities of these individuals. They might also consider starting their own business or offering counseling related products.

**Conventional**

The conventional school counselor may prefer structure and clearly outlined procedures. They are naturally inclined to be organized and task-oriented. Conventional school counselors may enjoy the administrative work of a department coordinator or planning large events, such as career fairs and parent workshops. The conventional type tends to enjoy working with data and numbers, making data collection and program management ideal tasks for these individuals. Scholarly research could be another avenue to utilize their conventional strengths.
<table>
<thead>
<tr>
<th>Holland Type</th>
<th>Strengths</th>
<th>Potential Vocational Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>Independent work, hands-on activities, problem solving</td>
<td>Advocating for systemic change</td>
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<td></td>
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<td>Creating and maintaining school website</td>
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<td>Obtaining additional certificates, licenses, or degrees</td>
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<td>Partnering with career &amp; technical schools</td>
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<td>Collaborating with community for field trips or events</td>
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<td></td>
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<td>Engaging in equine therapy</td>
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<td></td>
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<td>Incorporating therapy dogs</td>
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<td></td>
<td>Earning a PhD</td>
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<td></td>
<td>Engaging in action research</td>
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<td></td>
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<td>Pursuing writing opportunities</td>
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<tr>
<td>Investigative</td>
<td>Research, analyzing data and complex problems</td>
<td>Collecting data</td>
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<td></td>
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<td>Serving on committees that require data analysis</td>
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<tr>
<td></td>
<td></td>
<td>Engaging in action research</td>
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<td>Presenting at conferences</td>
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<td></td>
<td>Creating and maintaining a counseling website</td>
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<td>Writing scholarly publications</td>
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<td></td>
<td></td>
<td>Seeking licensure</td>
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<td></td>
<td></td>
<td>Earning a PhD</td>
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<tr>
<td>Artistic</td>
<td>Creating group counseling and classroom curriculum, exploring new counseling techniques</td>
<td>Integrating art and creativity into the counseling role</td>
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<td>Creating newsletters</td>
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<td>Developing curriculum</td>
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<td>Creating and maintaining a website</td>
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<td></td>
<td></td>
<td>Advancing in specialty counseling areas</td>
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<td></td>
<td>Publishing creative, original work</td>
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<tr>
<td>Social</td>
<td>Presenting, teaching, mentoring</td>
<td>Providing faculty in-service</td>
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<td>Providing site supervision to graduate students</td>
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<td>Pursuing a supervisory certificate</td>
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<td>Coaching</td>
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<td>Consulting</td>
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<td>Adjunct teaching</td>
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<td>Mentoring newly hired counselors/colleagues</td>
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<td>Participating in counseling associations</td>
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<td>Serving as an advocate for the counseling profession</td>
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<td>Presenting at counseling conferences</td>
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<tr>
<td>Enterprising</td>
<td>Leading new initiatives, capitalizing on skills for monetary gain</td>
<td>Obtaining additional certificates, licenses, or degrees</td>
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<td></td>
<td>Adjunct teaching opportunities</td>
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<td>Serving as site supervisor</td>
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<td>Seeking licensure</td>
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<td>Providing consultation services</td>
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<td>Earning a PhD</td>
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<td>Serving in a private practice</td>
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<td>Leading in counseling associations</td>
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<td>Running for office</td>
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<td></td>
<td>Developing/selling curriculum</td>
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<td></td>
<td></td>
<td>Career coaching</td>
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<tr>
<td>Conventional</td>
<td>Organizing large programs and events, administering needs, assessments, program evaluation, research</td>
<td>Serving as a department coordinator</td>
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<td>Overseeing budget</td>
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<td>Record keeping/confidential documentation</td>
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<td>Serving on committees as a secretary</td>
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<td>Serving as a conference chair</td>
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<td>Scheduling speakers/sessions for faculty in-service</td>
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<td>Organizing professional development for counselors</td>
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<td></td>
<td></td>
<td>Pursuing counselor education and supervision degree</td>
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<td>Serving as a site supervisor</td>
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Conclusion
The natural motivation for many individuals in the counseling field is the desire to serve others. However, maintaining motivation for the field may become overwhelming when the job becomes disappointing, frustrating, or emotionally exhausting. School counselors should consider their Holland Code to identify other ways to help others. When intentionally considering their vocational personalities, school counselors can maximize their vocational choices. Consequently, considering professional development opportunities that align with RIASEC types could yield ideal goals and work satisfaction. A review of literature yielded no current studies on school counselor’s vocational personalities outlined by the RIASEC Model. Therefore, we propose that by exploring these career profile types, school counselors can expand and maximize their vocational choices across their lifespan.
With the 20/20 consensus definition of counseling, we have increased clarity of what it means to be a professional counselor (Kaplan et al., 2014). As our profession continues to evolve, it is important to remember how we started and what makes us a unique mental health profession. Mental health began to emerge as a consideration in our culture during the 19th century. In 1850, Dorothea Dix advocated for individuals with mental illness and worked for their humane treatment in hospitals, and Wilhelm Wundt was credited as the first experimental psychologist in 1875 (Neukrug, 2016). Separate from psychology, John Dewey advocated for humanistic teaching methods early in the 20th century, and Eli Weaver founded vocational guidance in 1906 (Neukrug, 2016). Around that same time, Frank Parsons built a Vocational Bureau and assisted individuals in choosing an occupation and succeeding in it (Jones, 1994). From this legacy, the National Vocational Guidance Association (NVGA) was founded in 1913 (Neukrug, 2016).

Through a series of transitions, the NVGA is now the American Counseling Association (www.counseling.org). The NVGA has informed our current-day Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards as well as state licensure laws. Mr. Frank Parsons is credited as the Founder of Vocational Guidance and promoted the idea that counselors should serve as expert guides while promoting client strengths and autonomy (Neukrug, 2016). A foundational idea of Parsons’ included helping individuals choose and prepare for an occupation, find an open position, and complete the job effectively (Jones, 1994).

Professional counseling was born through education. In 1930, E. G. Williamson developed the first professional counseling theory: The Minnesota Point of View, also known as the trait-and-factor theory, and Carl Rogers pioneered the client-centered approach in the 1940s (Neukrug, 2016). In the 1970s and 1980s, counseling credentials were developed, and Chi Sigma Iota was formed in 1985 (Sweeney, 1994). At this time, government mental health funding largely shifted from schools to community mental health agencies (Sweeney, 2020), which sparked the many counseling specialties we have today.

Although the NVGA (now ACA) was our founding professional counseling organization, we now also have the American Mental Health Counseling Association, The American School Counseling Association, and several different counseling specialties endorsed by CACREP (American Counseling Association, 2022; Bobby, 2013). Despite our various specialties, we have
a need for a united professional identity (American Counseling Association, 2022). The holistic and collaborative mission of Chi Sigma Iota is a place where all professional counselors can unite.

Counselor identity is shaped by the historical narratives of “guidance” and “wellness,” which make us distinctly different from other helping professions. The evolution of counseling began in vocational guidance and extended into the community on the foundation of humanistic teaching and career preparation. As our field continues to grow, it is imperative that we remember where we started. Chapters of Chi Sigma Iota can share this resource with new and seasoned counselors in order to promote a strong understanding of our history and a clear vision of how we would like to evolve in the future.

Nicole Stargell, Ph.D., LCMHC, LSC, NCC, BC-TMH

Sam Simon, Ph.D., LCMHC, NCC
CHI SIGMA IOTA COUNSELING HONORS SOCIETY

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1. What inspired you to serve as a Chapter Faculty Advisor for your CSI Chapter?

I believe that what inspires me to be a CFA is the same thing that inspires all CFAs; my heart and soul smile when I can be even a small part of new counselors’ growth as leaders. More specifically, it is that moment when they personally realize their own abilities as leaders. I love teaching, and I love everything about working with students, but there is something unique about holding a vision for a student until they see that vision for themselves. Once that script is flipped for them, they step into a new awareness of their capabilities. It is these moments (and these are real, tangible moments) that put a genuine smile on my face. When I was in my master’s program at Texas Woman’s University, Cathy Woodyard did this very thing for me. She opened a door that I did not know was there. To this day, I remember the excitement and energy that grew from Cathy’s mentorship. Now, I have the opportunity to offer that open door to future leaders who do not yet have that vision for themselves.

2. How would you describe your approach to leadership in your role as a Chapter Faculty Advisor?

Quite simply, I am naturally a servant leader. I focus on building relationships and thinking systemically. I strive to empower the student leaders of Omega Zeta with the tools to truly champion the initiative they are leading. I see my role as removing barriers so student leaders can be fully empowered to take charge of an initiative. Removing barriers can include
emailing faculty or other departments to notify them that the students are fully supported to be the point-person for the initiatives. In addition, when I talk to directors, deans, or other stakeholders who maintain leadership at the university about chapter initiatives, I make sure they know the names of the students who are leading these efforts. I stay informed on how initiatives are developing while avoiding micromanaging our chapter’s efforts. I lean into conversations, as needed, to make sure the checks-and-balances are in place. For example, I ask if the students have communicated with all relevant parties who may be impacted or may need to know about the initiative. Another important conversation that I believe is important to have is to make sure our chapter plans are approved by relevant university leadership, as well as other departments such as legal or marketing. Likewise, I often share my thoughts with our chapter leadership team about individuals in the counseling program or in the university that they may want to intentionally build a collaborative relationship with. In short, I want students to develop teams of people helping them to build and expand initiatives; I do not want the students to have a myopic view where they simply ‘do’ everything because it is easier to control. If students are doing all the work themselves, they are not leaders, they are task-doers. If we do not mentor our students and support them in being cognizant of this approach to leadership, they may learn to do everything to get something off the ground which may lead them toward burnout. In the end, if students are building and coordinating a team of people by building relationships, they are on the right track to learning about their own leadership style. I often say that leadership is never about the task at hand, it is about the people and the relationships. Tasks are simply something to build a relationship around.

3. How do you promote professional counselor identity amongst your chapter members?

Our professional identity is at the core of everything we do. In addition, the guiding principle is growing as advocates for equity. From book clubs to learning community mini conferences, we focus on the unique niche that the field of counseling fills. The Omega Zeta chapter has 33 chapter leaders, from president-elect to junior committee chairpersons. I cannot personally help every one of them network and connect to the profession-at-large. To help me do this, I do what I teach student leaders to do—I build relationships. I have built connections with a number of faculty who mentor students one-on-one. These faculty members meet with our chapter leadership team to talk about setting agendas, goals, timelines, and lead meetings. More importantly, our faculty help connect students to the broader profession. Together, the faculty and students publish, do research, present at conferences, hold trainings and so forth. Additionally, the faculty mentors connect students with their network of peers to infuse the student’s sense of identity with the profession-at-large at either the local, state, or national level.
4. What have been your most important lessons learned while serving as a Chapter Faculty Advisor?

Communication is key! Communication is a skill! Communication is grounded in relationships. Hard stop…when communication fails, relationships fail. I am thrilled when students are texting and calling each other, not just bouncing emails back-and-forth. When relationships fail, students fall back into task mode, losing sight of leadership. When people ‘ghost,’ I find that most times it is due to poor communication which leads to poor relationships. I stress the importance of taking the time to fully connect with new leaders, committee members, and other members who want to be a part of the work. Both myself and my student leaders, need to slow down and connect with people who are just coming on board. We need to check in with people, normalize the learning curve, make sure they feel they are a part of something, listen to their input and simply make sure they feel that they are an important member of the team with much to offer. It is not enough to simply give people something to do and then stop communicating. Or worse, delegate a task and only communicate with that person to ask if their assignment is done. That is not leadership.

5. What do you believe are the most critical issues that Chapter Faculty Advisors have to navigate?

Not promoting burnout. While that sounds silly, it can happen if we do not teach students about the burnout that can come with leadership. If student leaders are simply task-doers and working independently on an initiative, that can be a lot of work. Overworking leaders can lead to attrition in leadership and difficulty fulfilling leadership roles and responsibilities. What I want is for students to reluctantly move on to the next chapter of their lives, not sigh in relief that the task they were responsible for is over. CFAs also work to ensure that what chapters are doing is in alignment with the university’s counseling program. Chapters must navigate CSI bylaws and both the counseling program and university guidelines, regulations, and policies. I have found it helpful to consider CACREP standards as a guide to building initiatives. If the leadership of our counseling program are aware of what CSI leaders are doing and how their efforts may meet some of the CACREP standards, there may be a greater amount of support to build a sustainable initiative.
6. What might Chapter Faculty Advisors do in their respective roles to strengthen the relational dynamics and overall productivity of their chapter leadership team?

In addition to what is described above, I would say slow down; pace matters (just like in counseling). Do not be so focused on the task that you lose sight of the students. It is the students who are the focus. Focusing on the students may proactively address any task-oriented issues. A more ‘rubber meets the road’ answer is to review the chapter bylaws. Do the bylaws allow you to be agile when something unexpected comes up? For example, our bylaws previously stated that committee chairs were elected. We updated the bylaws so committee chairs can be appointed. As a result, the time of elections has not been so hectic, and we have been able to appoint new chairs or co-chairs as needed. My other two thoughts concern junior chairpersons and small tasks. Each committee chair has a junior chair who learns the ropes, then takes over. With junior committee chairpersons, there are two students automatically working on an initiative; therefore, we often do not need to reinvent the wheel when a chairperson finishes their leadership term (read: longevity). Lastly, CFAs may consider the notion of identifying and delegating smaller tasks. When we reach out and ask students to help, there is always a clear, small defined task to be done as part of a team. We share how tasks can be accomplished through collaboration and maintain open communication with our new leaders. For example, we welcomed a new leader onto our mentor committee. This new leader was given a specific, straightforward task to oversee and accomplish. Once the smaller task is completed, we can usually invite the student to lead a project or assume a more significant role in a larger project. Furthermore, the advice is the same: do not lose sight of the student. 🌐

Seeking publication? Explore the CSI outlets.
Black feminist activist/educator Angela Davis once said, “I am no longer accepting the things I cannot change. I am changing the things I cannot accept.” This powerful quote has been a source of motivation for many people who wish to change unacceptable systems of oppression in our country - people like Dr. Janice Byrd.

Dr. Byrd, Assistant Professor at Pennsylvania State University, has been recognized as an Advocacy Agent by the CSI Leadership and Professional Advocacy Committee. With a background in education and school counseling, Dr. Byrd works to promote the development and success of students of Color, particularly Black girls and women, and to prepare counselors and educators to become more culturally responsive.

In our interview, Dr. Byrd noted that advocacy, for her, is not a choice. Rather, it is something inherent to who she is. Its importance was instilled in her through her own experiences with oppression. As she now serves in roles that provide her with certain privileges, she seizes every opportunity to shed light on and dismantle systems of oppression that continue to disproportionately affect Black people.

Dr. Byrd leads and supports many advocacy efforts and does so whether they are seen (positively acknowledged by the profession) or hidden (the invisible labor BIPOC faculty engage in). One recent professional advocacy project of hers was serving on a committee for the Association for Counselor Education and Supervision (ACES) to develop job specifications for a Diversity, Equity, and Inclusion representative. She is also working on another ACES task force to look at the experiences of BIPOC counselor educators. Additionally, Dr. Byrd co-chairs the ACES Advocacy Interest Network and has presented on promoting advocacy in the curriculum. Dr. Byrd also works closely with graduate students of Color to support their growth and provide spaces for support. For example, she created an affinity group for Black women in the counselor education program while at Kent State University. Moreover, she works with local and national organizations that support the mental health of Black girls and women.

A significant factor that Dr. Byrd credits with influencing the success of her advocacy efforts is working with encouraging people who share her commitment to the cause of dismantling systems of oppression. Dr. Byrd has also learned the importance of radical self-
care when engaging in advocacy. She cited another Black feminist, Audre Lorde, in noting that self-care is an act of self-preservation, a requisite for the kind of advocacy work she is doing.

My captivating interview with Dr. Byrd concluded with a discussion of the issue of critical race theory not being taught at some schools and how this impacts students, educators, and school counselors. Dr. Byrd feels that a true history of the United States is essential to equip young Americans with an honest understanding of our nation’s story so we can confront historical realities and, if possible, heal. I am very grateful that Dr. Byrd allowed me to interview her, and that people like her are working to change the things they cannot accept.

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Balancing Core Values and Adaptability to Increase Equity in the Digital Age of Counseling

The prompt “Technology and Counseling: Now to 2030!” led me to think about where we were as a country and profession nine years ago compared to now. Nine years ago in 2012 Trayvon Martin’s murder was rocking the nation, President Obama was reelected for his second term, CACREP was operating off of the 2009 standards, and I was a sophomore in high school. Few could have predicted the political divisions, COVID-19 pandemic, and the sudden and massive rise of telehealth, yet here we are still moving into the future. As difficult as it is to accurately predict what this country and counseling profession could look like in the year 2030, as leaders in the field it is essential to continue to look forward. It is not necessarily about being correct in the predictions, but it is about always striving for excellence and advancing the field along with our changing world. The technology changes in our field spurred on by the COVID-19 pandemic are likely here to stay. Not only that, but technological advancements will continue far beyond where they are now with the potential of crypto currencies, non fungible tokens, virtual reality, and more infiltrating the counseling space. If the counseling field wants to train ethical counselors who are prepared to provide best practice, then continuing to work in interdisciplinary settings and promoting equity will be necessities.

Healthcare is moving toward interdisciplinary collaboration among various healthcare providers, specifically through virtual means. One of the most exciting areas for the future of counseling is the expansion of interdisciplinary settings that specialize with certain populations. Underserved and misunderstood populations often face limits to access and stigma when they seek medical and mental healthcare. Interdisciplinary settings that have been researched with positive results include those focused on maternal health (Selix et al., 2017) and transgender individuals (Oransky et al., 2019). These specialized interdisciplinary settings can also help create a more holistic view of clients, which can help better meet their interrelated needs. Specialized interdisciplinary settings cannot be available in person in many rural areas, and as someone whose hometown has a population of under one thousand people, creating more of these areas of care virtually has the chance to radically change the medical and mental health fields for the better.

However, as much as interdisciplinary settings with virtual capabilities offer exciting possibilities, this change necessitates a few considerations. When counselors work in settings with other medical providers, there is a risk that counselors could be seen as simply another medical specialist. Reducing a counseling relationship down to a transactional exchange of treatment and information underscores the very essence of what
makes counseling both unique and effective. One of the most important ways to combat this misconception is to continue educating stakeholders and advocating for the counseling profession to be recognized as an integral component of wellness that must be approached differently than physical health. Counseling in interdisciplinary settings, especially those moving toward telehealth, can have great benefits as long as the drawbacks are considered and mitigated.

With the migration to virtual counseling, there are concerns related to access and equity. Virtual services have increased equity for certain groups such as individuals with transportation challenges, in rural settings, or with anxiety about seeking in-person services. Yet as these groups benefit from virtual counseling, others are neglected. The geriatric population faces unique barriers that include frustrations with technology and cognitive, visual, or hearing impairments (Danilewitz et al., 2020; Wildenbos et al., 2018). Considering there is already a shortage of counselors specializing in geriatric counseling (Kunik et al., 2017), if more counselors move to exclusively online practices, the gap between counselors and geriatric clients needing services will continue to widen. Another group that faces barriers to care in virtual settings is individuals with lower socioeconomic status. While some of these individuals may benefit from virtual counseling if they do not have reliable transportation, others may face the barriers of not having access to high speed internet or smart phones (Nadkarni, 2020). Other groups who face challenges with virtual counseling are children who struggle with focus, individuals with varying disabilities, and individuals looking to build in person social skills among others. Continuing to offer in person services when possible and pursuing research and advocacy opportunities that can minimize these barriers are essential for counselors to increase the level of equity.

Promoting this equity and access then becomes the responsibility of each individual and organization involved in the counseling field, including both CACREP and CSI. CACREP could consider promoting equity in virtual counseling that aligns with the mission of the development of preparation standards (CACREP, 2021). Virtual and face-to-face counseling are similar, yet there are some differences that counselors-in-training (CITs) must receive training in such as ethical concerns and adapting counseling skills. CACREP could consider requiring accredited programs to train CITs about these differences. CSI’s mission to promote scholarship and research (CSI, 2018) can also help promote equity in virtual counseling. A recommendation for CSI would be to publish research in the Journal of Counseling Leadership and Advocacy (JCLA) specifically about different groups of populations that may struggle with equity in virtual counseling. The article in the JCLA about wellness competencies could serve as a model for virtual counseling competencies (Gibson et al., 2021).

How do we adapt to a virtual world in a field that was founded on face-to-face interactions? That is a big question that I think all counselors are grappling with now. I believe we must approach the paradigm shift by maintaining our values, but embracing the two polarities. Balance is the key, just like we often encourage in our clients. Abandoning face-to-face is not going to work at this time for many groups of people, but resisting technology will only set the field behind. Clay’s (2021) article said it best, “We’re either going to be part of the technological revolution—and help create it and direct it with proper values—or we’re going to be left behind.”
“Imagination, Collaboration, Cooperation”: Addressing Telehealth’s Challenges and Opportunities

When asked to consider how the COVID-19 pandemic was changing the landscape of the counseling profession, almost every award recipient of last year’s essay contest discussed the increased use of telehealth. One year later, it looks like telehealth is here to stay (Bray, 2021). As counselors and counselors-in-training, we are faced with optimizing the use of this modality. In other words, if the task of 2020 was facilitating a rapid shift to telehealth while adhering to ethical standards, our current task is to slow down and carefully and creatively address some of telehealth’s unique challenges and opportunities. These include promoting equity and access in delivering telehealth services and utilizing telehealth in interdisciplinary settings. These issues prompt us to stretch our leadership skills as we develop a vision for the future of telehealth through “imagination, collaboration, cooperation, and creative use of resources” (Chi Sigma Iota Academy of Leaders, 1999).

A major consideration with telehealth is equity and access. Several healthcare providers have highlighted ways that telehealth increases equity and access by eliminating barriers like transportation (Bray, 2021; Berger, 2021) and reshaping provider-client power dynamics by enabling clients to receive care from their own location (Kaplan, 2021). That said, there are also challenges to equity and access. One major hurdle is access to high-speed internet. Maps charting the use of high-speed internet demonstrate the “broadband gap,” showing large sections of the country where fewer than 15% of the population uses high-speed internet (Brandom & Joel, 2021). This gap disproportionately affects low-income individuals, American Indians/Alaska Natives, Hispanics, and Blacks (Rothschild, n.d.). Temporary fixes may include lending internet hot spots and identifying public areas with free internet access, but counselors also should advocate for infrastructure changes at the state and federal levels to increase affordable broadband access if we’re to sustainably tackle the issue.

Similar inequities appear when we look at digital literacy among adults. A 2018 study from the National Center for Education Statistics showed that the 16% of participants who were not digitally literate were typically “less educated, older, and more likely to be Black, Hispanic, or foreign born.” Given these statistics, counselors should gauge clients’ comfort with technology before scheduling telehealth appointments. Counselors can also think about expanding access for digitally illiterate clients by providing telephone services, identifying counselors in clients’ areas who provide in-person services, and providing tailored educational materials or in-person courses for clients who would like to learn the skills necessary for engaging in telehealth.

Two additional equity and access issues to consider are insurance coverage and access to confidential spaces. With the onset of the pandemic, many insurance providers, including Medicare and Medicaid, expand-
ed their coverage for telehealth services. While it appears that some of these changes will become permanent, counselors should continue to advocate for increased insurance coverage for telehealth services. Another consideration is clients’ access to confidential spaces for counseling. Confidentiality is a central ethical principle in counseling, and many clients may not have access to spaces where they can speak freely and confidentially. With this issue, counselors may want to consider new telehealth delivery models such as a “hub-and-spoke” model where clients go to a “hub” or centralized location where they can connect to remote providers (Warren & Smalley, 2020). Given the expansion of telehealth across fields, counselors could collaborate with other healthcare providers in funding and staffing these hubs.

One strategy we can use to address these challenges is utilizing telehealth in interdisciplinary teams. Counselors are often encouraged to conceptualize mental health concerns from a biopsychosocial model – one that encompasses multiple aspects of a person’s life. Therefore, it makes sense for counselors to partner with other providers such as physicians and social workers to coordinate care as an interdisciplinary team. Teams could divide the cost of resources, such as hot spots, centralized access hubs, and/or digital literacy education efforts, to increase access to a greater number of clients. Additionally, since provider licenses are often state-based, telehealth teams could treat clients from a broader geographic region than if they were only providing in-person services. CACREP programs help counselors-in-training develop a strong professional identity, and interdisciplinary teams allow them to work alongside providers with distinct yet complimentary professional identities to address their clients’ needs.

One particularly interesting development in the field of coordinated care is “healthcare hotspotting,” a project developed by the Camden Coalition of Healthcare Providers (n.d.) that involves the “strategic use of data to reallocate resources to a small subset of high-needs, high-cost patients.” In hotspotting, physicians partner with other providers such as counselors to attend to a person’s medical and non-medical (e.g., housing, mental and emotional health, etc.) needs to prevent continued health issues. This type of coordination can reach clients who may not typically receive consistent healthcare access and could allow counselors to engage in preventative work.

Through collaboration, creativity, and advocacy, counselors can transform telehealth challenges into opportunities for expanding equity and access in mental healthcare. CSI’s and CACREP’s support will be integral in preparing current and future counselors for the shift to digital delivery of services. This support can include creating educational opportunities related to the expansion of telehealth – including those specifically related to issues of equity and access – and identifying clear areas for advocacy work. Additionally, CSI can recognize members who have done extensive work in advancing the fields of telehealth and interdisciplinary teams and invite them to mentor and educate others through workshops and continuing education opportunities. CACREP’s standards related to technology in counseling also serve as a motivator for institutions seeking or renewing accreditation to more robustly cover issues related to telehealth and telehealth advocacy in their curricula. As counselors and counselors-in-training stretch their leadership skills in the field, bolstered by educational opportunities and support from CACREP and CSI, we can continue to fulfill the mission of counseling as defined in the 20/20: A Vision for the Future of Counseling (ACA, 2010): to “empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” through telehealth services.
References

**Johnson et al. References**


Everet and Gazzola References

Ebersole, Martin, Mitchell References

Stargell and Simon References


**Muller References**


**Suitt References**


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CSI Exemplar Editorial Team is accepting submissions for consideration for the Fall 2022 newsletter. This edition will focus on Professional School Counseling Practice. Please submit proposals by September 6, 2022 to exemplar@csi-net.org in the form of a 250-word APA-style abstract. Proposals should address the edition theme within one of the following columns: (a) Chapter Happenings, 400-650 words; (b) Student Success, 1,300 to 1,700 words; (c) Counselors’ Corner, 1,300 to 1,700 words; (d) Educational Advances, 1,300 to 1,700 words; (e) Chapter Resources, 400 to 650 words; or (f) Excellence in the Field, 1,300 to 1,700 words.

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